DOCUMENT RESUME

ED 377 036 SE 054 632

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TITLE Ecological Literacy: Education and the Transition to a Postmodern World. SUNY Series In Constructive Postmodern Thought.
REPORT NO ISBN-0-7914-0874-4
PUB DATE 92
NOTE 210p.
AVAILABLE FROM State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-0874-4; hardcover: ISBN-0-7914-0873-6).
PUB TYPE Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Academic Education; Conservation (Environment); *Ecology; *Educational Change; Elementary Secondary Education; *Environmental Education; Sustainable Development; Teaching Methods
IDENTIFIERS *Environmental Literacy; Postmodernism; *Sustainability

ABSTRACT

The essays in this volume, written between 1984 and 1989, represent an extended reflection on the crisis of sustainability now looming before the modern world, and what this portends for the theory and practice of education. The essays in Part I were written to clarify the concept and implications of sustainability. Essays in Part II were written as part of an attempt to think through issues of curriculum and pedagogy. These essays originate in the conviction that the ecological crisis represents, in large measure, a failure of education. They deal with the question of what the limits of earth have to do with the content and process of education and with the way knowledge is defined. Subsequently, they are based on a belief that a reformed education is an essential part of a solution to the crisis described in Section I. Chapter seven of this section contains a list of 137 books that provide a "syllabus for ecological literacy." The three essays in Section III are aimed at the pathologies of professionalized social science. Three specific targets are identified including the Social Science Research Council, the United States Department of Agriculture, and those who presume that the planet can be managed as if it were a giant corporation. (LZ)

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